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ABSTRACT

One of 33 self-paced instructional modules for training industry services leaders to provide guidance in the performance of manpower services by public agencies to new and expanding private industries, this module contains three sequential learning activities on developing a procedure for keeping participating agencies informed about training program activities. The first learning activity is designed to provide the learner (industry services leader) with the needed background information on industry services duties and tasks and responsible agencies (e.g., advisory committee, public vocational training institution, client company, employment service) and procedures for keeping them informed. The second learning activity gives opportunity to apply the information in a practice situation, and the final checkout activity allows the learner to develop an appropriate communication procedure in a real work situation, such as when employed or when serving as an intern learner. Feedback devices (learner self-test and performance checklist) are included for use by the learner and instructor/supervisor to assess progress. Case study information, a procedure planning worksheet, and a project status chart are appended for guidance in performing the learning activities. (This module is the second in a group of three on monitoring training programs.) (JT)

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MODULE NUMBER X-B

DEVELOPING A PROCEDURE FOR KEEPING PARTICIPATING AGENCIES INFORMED ABOUT TRAINING PROGRAM ACTIVITIES

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SELF-PACED

INSTRUCTIONAL MODULE

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INSTRUCTIONAL PROCEDURE

This module contains two sequential learning activities and a final check-out activity. A brief overview precedes each learning activity and the final check-out activity. Each learning activity and the final check-out activity provide learning experiences to help you accomplish the objectives. Feedback devices (learner self-test, worksheet, and performance checklist) are provided to help you determine when each objective has been accomplished. Case study information is provided to assist you in performing the learning activities.

The first learning activity is designed to provide you with the needed **background information**. The second learning activity is designed to give you an opportunity to apply that information in a **practice** situation. The **Check-Out Activity** is the final learning activity. It is designed to allow you to develop a procedure for keeping participating agencies informed about training program activities in a real work situation, such as when you are employed or when you are serving as an intern learner. The **Performance Checklist** (Appendix A) is used by the learner and the instructor/supervisor to assess progress. The checklist is applicable for both practice performance and performance in the real work situation.

After reading the **Objectives** and the **Introduction** on pages 2 and 3, you should be able to determine how much of this module you will need to complete before the **Check-Out Activity**.

* If you already have the necessary **background information** required for developing a procedure for keeping participating agencies informed about training program activities, you may not need to complete **Learning Activity I**, p. 3.
* If you already have had **practice** in developing a procedure for keeping participating agencies informed about training program activities, you may not need to complete **Learning Activity II**, p. 13.
* Instead, with the approval of your instructor or supervisor, you may choose to proceed directly to the **Check-Out Activity**, p. 14, and develop a procedure for keeping participating agencies informed about training program activities when you have access to a **real work situation**.

Your instructor or supervisor may be contacted if you have any difficulty with directions, or in assessing your progress at any time.

SUPPLEMENTARY TEACHING/LEARNING AIDS

An effort has been made to make this module as self-contained as possible. The information contained in the module should be sufficient to develop "entry-level" knowledge and skills. However, additional information on the topic is available. The advanced learner may wish to attain higher levels of knowledge and skills.

A list of resources which supplement those contained within the module follows. Check with your instructor or supervisor (1) to determine the availability and the location of these resources, and (2) to get assistance in setting up additional learning activities.

There are no prerequisites for completing this module. However, the module may be used in conjunction with module number III-A, **Developing Training Agreements.**

Learning Activity I

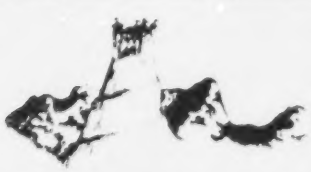
* Herring, William Keithley. **Description and Analysis of a Pre-employment Training Project for the Initial Start-up of a Lithographic Printing Industry in Mississippi.** Mississippi State, Mississippi 39762: Research and Curriculum Unit, Drawer DX, 1974, pp. 80-93.

Learning Activity II

* (Same reference cited in Learning Activity I)

Check-Out Activity

* State coordinator of industry services
* Representative of client company
* Administrator of local vocational-technical education programs
* Representative of state employment service



OBJECTIVES

I. After completing the required reading, take the learner self-test to demonstrate you have attained the knowledge of developing a procedure for keeping participating agencies informed about training program activities. You should complete all items correctly. **(Learning Activity I)**

II. After analyzing the performance instructions, complete all the designated experiences in developing a procedure for keeping participating agencies informed about training program activities in a practice situation. Your work must conform to the worksheet and checklist provided. **(Learning Activity II)**

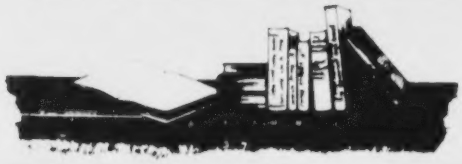
III. In an actual work situation, develop a procedure for keeping participating agencies informed about training program activities. Satisfactory performance will be realized when all items on the performance checklist (Appendix A) are rated "yes." **(Check-Out Activity)**

DEVELOPING A PROCEDURE FOR KEEPING PARTICIPATING AGENCIES INFORMED ABOUT TRAINING PROGRAM ACTIVITIES

INTRODUCTION

Several agencies may be involved in industry services programs with specific tasks assigned to individuals within these agencies. There must be an orderly flow of information from one agency to another, if the assigned tasks are to be achieved.

A procedure should be developed to keep individuals informed of progress and problems. The procedure should allow for communication between the industry services leader and the program assistants. This unit is designed to assist the industry services leader in developing a procedure for establishing and maintaining effective communications between all parties concerned.



LEARNING ACTIVITY I: INFORMATION

You should study the information presented on the following pages. You may wish to read supplementary information referred to in the section on **Supplementary Teaching/Learning Aids**. After reading these materials, you will demonstrate knowledge of developing a procedure

for keeping participating agencies informed about training program activities by completing the **Learner Self-Test**, p. 9 . You will be evaluating your knowledge by comparing your self-test answers with the **Answers to Self-Test**, p. 11 .

I. TERMS UNIQUE TO MODULE

A. **Duty**. One of the distinct major activities involved in work performed, comprised of related tasks.

B. **Procedure**. A course of action.

C. **Status Chart**. A form for recording the tasks to be performed by participating agencies. Usually includes the names of the persons responsible for the tasks and the expected completion dates. Also called a lead-time schedule.

II. AGENCIES WHICH MAY BE INVOLVED IN THE ACCOMPLISHMENT OF A TRAINING PROGRAM

A. **An advisory committee (ADV. COMM.) composed of:**

1. Representative of the client company
2. Chamber of commerce
3. Public vocational training institution
4. Local community leadership
5. Other agencies in the district which promote industry training

B. **The state division of vocational-technical education (SDVTE)**

C. **The public vocational training institution (PVTI)**

D. **The client company (CC)**

E. **The research and curriculum unit for vocational-technical education (R/CU)**

F. **The state employment service (SES)**

III. FUNCTIONS OF AGENCIES IN THE INDUSTRY SERVICES PROGRAM

A. **The advisory committee serves only in an advisory capacity.**

B. **The state division of vocational-technical education serves in an overall supervisory and coordination capacity.**

C. **The public vocational training institution is responsible for providing the actual training.**

D. **The client company provides information about training requirements.**

E. **The research and curriculum unit for vocational-technical education is responsible for developing curriculum materials for the training program, and provides assistance in evaluating the results of the training program.**

F. **The state employment service recruits, tests, counsels, refers, and places personnel.**

IV. INDUSTRY SERVICES DUTIES AND TASKS, AND RESPONSIBLE AGENCIES

The outline below designates the agencies most likely responsible for various industry services tasks. Every effort must be made to communicate these responsibilities to appropriate individuals within these agencies.

DUTIES	RESPONSIBLE AGENCIES
A. Establishing Contacts and Relationships	
1. Speaking to industrial or community groups	ADV. COMM., SDVTE, AND PVTI
2. Writing news articles	SDVTE AND PVTI
3. Identifying functions and policies of agencies involved in industry services	ADV. COMM.
4. Developing brochures on industry services	SDVTE, PVTI, AND R/CU
5. Developing a procedure for keeping staff members informed	PVTI
B. Setting Policies and Obtaining Agreements	
1. Developing training agreements	SDVTE, PVTI, R/CU, SES, and CC
2. Redesigning or terminating programs as a result of economic lags, training costs, or staff problems	ADV. COMM., SDVTE, PVTI, and CC

DUTIES	RESPONSIBLE AGENCIES
3. Interpreting federal and state legislation relating to industry services	ADV. COMM., SDVTE, and PVTI
4. Developing lead-time schedules	PVTI, R/CU, SES, and CC
C. Identifying Training Needs	
1. Determining manpower requirements	ADV. COMM., PVTI, SES, and CC
2. Collecting framework production and training information	SDVTE, PVTI, R/CU, SES, and CC
3. Conducting task analyses	PVTI, R/CU, SES, and CC
4. Determining type training programs needed	ADV. COMM., SDVTE, PVTI, R/CU, and CC
5. Preparing a budget for a project	SDVTE and PVTI
6. Determining instructional methods and media required	PVTI, R/CU, and CC
D. Acquiring Resources	
1. Scheduling staff and other resources	ADV. COMM., SDVTE, PVTI, R/CU, SES, and CC
2. Developing job descriptions for instructors	PVTI and CC
3. Selecting instructors	ADV. COMM., SDVTE, PVTI, and CC
4. Securing training sites	ADV. COMM., SDVTE, PVTI, and CC
5. Securing equipment	ADV. COMM., PVTI, SDVTE, and CC
E. Training Staff	
1. Training instructors	PVTI and CC
2. Training other groups	PVTI

DUTIES	RESPONSIBLE AGENCIES
F. Preparing Training Site	
1. Adapting training site to needs of industry	PVTI and SDVTE
2. Installing equipment	PVTI and CC
3. Setting up learning centers	PVTI, R/CU, and CC
G. Preparing Training Materials	
1. Writing performance objectives	PVTI, R/CU, and CC
2. Preparing training manuals	PVTI, R/CU, and CC
3. Preparing videotapes	PVTI, R/CU, and CC
4. Illustrating training manuals	PVTI, R/CU, and CC
H. Selecting Candidates	
1. Announcing openings	PVTI, SES, and CC
2. Testing and counseling applicants	PVTI and SES
3. Referring applicants	SES
I. Monitoring Training Programs	
1. Collecting information and modifying training methods	PVTI
2. Conducting graduations and closing out training programs	ADV. COMM., SDVTE, PVTI, R/CU, SES, and CC
J. Evaluating Training Programs	
1. Developing procedures for evaluating programs	PVTI, R/CU, and CC
2. Developing tests	PVTI, R/CU, and CC
3. Implementing test results	PVTI

V. ASSIGNING TASK RESPONSIBILITIES

Once authorities have determined boundaries for agency activities, individuals can be assigned to industry services tasks. See module number III-A, **Developing Training Agreements**, for additional information on task assignments.

VI. MAINTAINING RECORDS OF TASK ASSIGNMENTS

Task assignments are seldom forgotten by individuals. However, many factors may hinder individuals from completing tasks on schedule. The industry services leader must persist in efforts to keep industry services tasks as a top priority. Among other things, this will require that a status chart or some other device be developed for maintaining records of task performance. The chart shown in Appendix D will enable the industry services leader to maintain a record of task assignments, and when these assignments are to be completed.

VII. DEVELOPING A PROCEDURE FOR KEEPING STAFF MEMBERS INFORMED

A. **Defining a procedure**. A procedure for keeping staff members informed includes a written analysis of the steps to be taken by each member on the industry services team to keep all members informed on project activities.

B. **Developing the procedure**. A meeting should be called by the industry services leader to analyze the steps to be followed by the staff.

C. **Using the procedure**. The industry services leader must use the procedure for transmitting information.

D. **Reviews and reports**. Meetings may be called when needed to review completed tasks, to discuss tasks to be completed, and to identify resources needed to complete the tasks. It is always a good practice to follow a meeting with a written summary of the items discussed. Problem areas discussed in the review meeting should be emphasized in the summary.

The industry services leader may examine tasks which have been completed, and prepare written reports and recommendations. The industry services leader may also report daily to the staff, using brief informal memorandums, personal visits, or telephone calls.

*Continue this learning activity by completing the self-test which follows.

LEARNER SELF-TEST

This is a checkpoint knowledge test needed before you practice developing a procedure for keeping participating agencies informed about training program activities. Follow the instructions provided with each item. Check your answers with the **Answers to Self-Test** which follow. If you fail to complete all items correctly, you may want to refer back to parts of the module information.

1. List the agencies which may be involved in accomplishing training program activities.
   a.
   b.
   c.
   d.
   e.
   f.
2. Which of the following is **not** an industry services duty?
   a. Establishing contacts and relationships
   b. Acquiring resources
   c. Selling industry stocks
   d. Preparing training materials
3. A _____ chart can be used to maintain a record of task assignments.
4. Which one of the following is **not** an activity in keeping staff members informed?
   a. Conducting staff meetings
   b. Identifying resources needed to complete tasks
   c. Preparing memorandums
   d. Videotaping task procedures

ANSWERS TO SELF-TEST

1.

a. Advisory committee

b. State division of vocational-technical education

c. Vocational training institution

d. Client company

e. Research and curriculum unit

f. State employment service

2.

c.

3. Status

4.

d.

*Proceed to the next learning activity for practice in developing a procedure for keeping participating agencies informed about training program activities.

LEARNING ACTIVITY II: PRACTICE PERFORMANCE

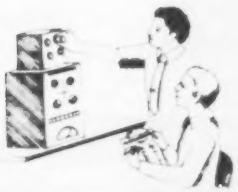
You will be required to practice developing a procedure for keeping participating agencies informed about training program activities. Several subactivities must be completed in the process of developing the procedure. The **Case Study Information** shown in Appendix B must be used as a basis for completing the practice exercises. You must complete the **Procedure Planning Worksheet** shown in Appendix C. You will be evaluating your performance in completing the practice activities using the **Performance Checklist**, Appendix A.

I. Read the **Case Study Information** presented in Appendix B. Visualize yourself as having been charged with the responsibility of developing a procedure for keeping participating agencies informed about training program activities. You are contacting each of the agencies involved to confirm their roles and functions.

II. Using the **Case Study Information** as a guide, answer the questions in the **Procedure Planning Worksheet** presented in Appendix C.

III. Use the **Performance Checklist** from Appendix A to check your competency in completing the practice exercises. For satisfactory performance, all items on the checklist must be rated "yes."

*Completion of the previous learning experience should have prepared you for developing a procedure for keeping participating agencies informed about training program activities in a real work situation. Proceed to the **Check-Out Activity**.



CHECK-OUT ACTIVITY: PERFORMANCE IN REAL WORK SITUATION

The activity which follows is intended to be conducted in an actual work situation. It may be completed without completing the two learning activities, if you think you already have the knowledge and skills to do so.

In an actual work situation, you will be required to develop a procedure for keeping participating agencies informed about training program activities. In order to complete the assignment, you must perform the following tasks: identify the agencies and contact persons involved in the training program; determine the activities which must be completed; record task assignments and completion dates; set priorities on tasks to be completed; determine the methods which will be used to keep everyone informed; determine times and places for debriefings; and determine who will be coordinating all information activities. Your performance will be judged by your instructor or supervisor using a checklist. All items on the **Performance Checklist** (Appendix A) must be rated "yes."

*After completing the **Check-Out Activity**, you may select another module for study. Your instructor or supervisor may be contacted if you have any difficulty in selecting a module.

APPENDIX A

PERFORMANCE CHECKLIST

Developing a procedure for keeping participating agencies informed about training program activities.

INSTRUCTIONS: If the performance is satisfactory, write YES in the space provided. If the performance is unsatisfactory, write NO in the space. Each item must be rated "yes" for satisfactory task performance.

Did the procedure answer the following questions?	☐
1. What were the tasks to be performed by the various agencies?	☐
2. Who would be responsible for performing the tasks identified?	☐
3. What priorities would be established in terms of task performance?	☐
4. Who would be responsible for following up and coordinating various tasks to be completed?	☐
5. What methods would be used to keep all persons informed?	☐
6. What dates and times would be established to review progress?	☐
	☐
	☐

APPENDIX B

CASE STUDY INFORMATION

An industry services program has been in progress in your community for several weeks. The program was designed to train manpower for a metal-casting manufacturing company.

The plant for which the manpower is being trained is expected to eventually employ approximately 150 persons. Trainees will be provided two types of training: (1) orientation and basic principles of metal casting; and (2) specialized training.

The orientation and basic principles of the metal casting phase of the program served to accomplish the following objectives: (1) to minimize misunderstandings about the metal-casting industry; (2) to generate enthusiasm for the training program; (3) to help the individual develop a positive attitude toward his/her job; and (4) to help the individual understand the importance of each worker doing his/her share of the work to insure a quality product.

The specialized training involves instruction in the areas of melting, molding, coremaking, cleaning, and finishing. Instruction in each area is being conducted by specialists provided by the client company.

Most of the specialized training is being conducted in your local vocational-technical education facilities. However, some specialized training is being conducted in the client company plant on production equipment. Some of the equipment needed for training in the vocational complex was borrowed from the client company. All supplies and materials were furnished by the client company with the exception of textbooks, which are provided by the state.

All classes are held on Monday and Wednesday evenings from 6:00 p.m. to 9:00 p.m. A group of 40 persons will begin the training program October 4 and are scheduled to continue until November 17. The total amount of training time for both the orientation and specialized training will be seven weeks. At the end of the seven-week period, the company will select 35 of the trainees as employees of the new plant. A second group of 40 trainees will begin training November 22. This group will also receive seven weeks of training, which will terminate January 5. Thirty-five trainees selected from the second group will bring the company's work force to 70 in addition to those already employed by the company.

Due to the limited time involved in the training program, the trainees are not expected to attain craftsman status during the training period. However, the training program should enable plant personnel to select individuals who can easily learn to perform the operations involved.

The following agencies are basically responsible for the complete operation of the training program:

1. The state employment service will be responsible for: (1) taking applications; (2) interviewing and screening applicants; (3) testing and referring applicants to the training program.
2. The state division of vocational-technical education will be responsible for the overall coordination of the training program.
3. The state research and curriculum unit will assist in the selection of materials to be used in the metal-casting training program.
4. The local vocational-technical education complex will provide the facilities and the necessary assistance for carrying out the training within these facilities.
5. The client company will assist in the overall planning and execution of the training program. Some of the client company's specific responsibilities are: (1) selecting instructors; (2) providing equipment; (3) providing materials; and (4) selecting trainees for employment.

APPENDIX C

PROCEDURE PLANNING WORKSHEET

DIRECTIONS: In completing the procedure worksheet, study the questions below carefully. Using the case study information as a basis, write detailed answers to each of the questions. Thorough and correct answers to the questions provide evidence of competency in developing a procedure in a practice situation. The **Performance Checklist** from Appendix A will be used to determine if your work is satisfactory.

1. What are the tasks to be performed by the various agencies in providing industry services?

2. Who will be responsible for performing the tasks identified? (You may use module number III-A, **Developing Training Agreements**, to complete this step.) Record task assignments and completion dates. (See Appendix D for sample status chart.)

3. What priorities will be established in terms of task performance?

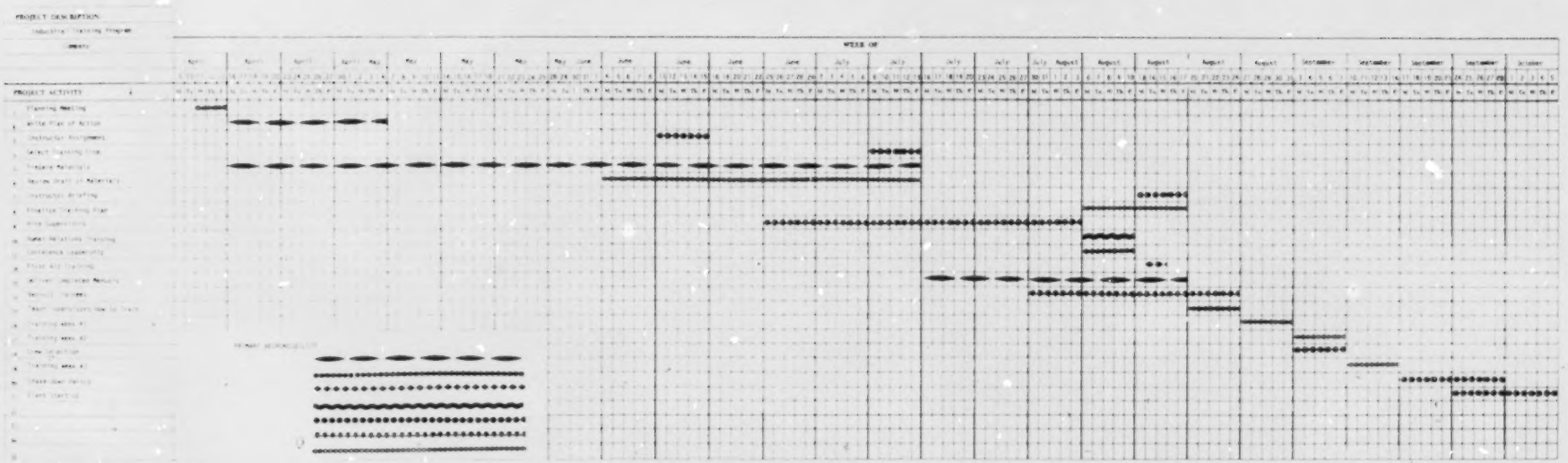
4. Who will be responsible for following up and coordinating the various tasks to be completed?

5. What methods will be used to keep all persons informed?

6. What dates and times will be established to review progress?

APPENDIX D

PROJECT STATUS CHART



LIST OF INDUSTRY SERVICES LEADERSHIP DEVELOPMENT MODULES

I. **Orientation to Industry Services**

- A. Introduction to Industry Services
- B. Industry Services Leadership Development Program: Guide for Using the Self-Paced Instructional Modules

II. **Establishing Contacts and Relationships**

- A. Speaking to Industrial and Community Groups
- B. Writing Articles for News Media
- C. Identifying Functions of Agencies Involved in Industry Services
- D. Developing a Brochure for Industry Services

III. **Obtaining Agreements**

- A. Developing Training Agreements
- B. Developing a Lead-time Schedule
- C. Interpreting Legislation Related to Industry Services

IV. **Identifying Training Needs**

- A. Collecting Framework Production and Training Information
- B. Selecting Types of Training Programs
- C. Preparing a Budget for an Industry Services Project

V. **Acquiring Resources**

- A. Selecting Instructors for Industry Services
- B. Securing a Training Site
- C. Securing Training Equipment, Tools, and Supplies

VI. **Training Instructors for Industry Services**

Training Instructors for Industry Services

VII. **Preparing for Training**

- A. Adapting the Training Site to Training Needs
- B. Evaluating Safety Conditions at Training Sites
- C. Announcing the Opening of a Training Program

VIII. **Preparing Training Materials**

- A. Conducting a Task Analysis
- B. Developing Performance Objectives
- C. Determining Types of Instructional Methods and Media
- D. Developing Performance Tests
- E. Developing Training Manuals
- F. Preparing Videotapes for an Industry Services Program
- G. Setting Up Learning Centers for Industry Services Programs

IX. **Selecting Candidates**

Developing a Plan for Testing and Counseling Applicants for a Training Program

X. **Monitoring Training Programs**

- A. Assisting in Providing Pre-Employment and In-Plant Training
- B. Developing a Procedure for Keeping Participating Agencies Informed About Training Program Activities
- C. Monitoring Training Programs for Progress and Expenditures

XI. **Closing Training Programs**

Closing a Training Program

XII. **Placing Program Participants**

Developing a Plan for Placing Graduates of a Pre-Employment Training Program

XIII. **Evaluating Industry Services Programs**

Evaluating Industry Services Programs

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